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MANUAL OF DIRECTIONS
FOR GIVING AND SCORING

# THE DEARBORN GROUP TESTS OF INTELLIGENCE

SERIES I
GENERAL EXAMINATIONS 1, 2 AND 3
FOR GRADES I TO III

PHILADELPHIA AND LONDON
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MANUAL OF DIRECTIONS
FOR GIVING AND SCORING

# THE DEARBORN GROUP TESTS OF INTELLIGENCE

SERIES I

GENERAL EXAMINATIONS 1, 2 AND 3
FOR GRADES I TO III

PHILADELPHIA AND LONDON
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*The Washington Square Press, Philadelphia, U. S. A.*

# THE DEARBORN GROUP TESTS OF INTELLIGENCE

## DIRECTIONS FOR THE EXAMINER

THE directions for giving the following tests or "games" should be closely adhered to in order to make possible a fair comparison with the standards. In many cases a change in phraseology may change the character of the test. The tests may be conducted by the regular teachers, but when there are several grades or a whole school to be tested, the tests may best, in the interest of greater uniformity, be given by one or two persons, either the principal or teachers especially designated for the testing.

The room teachers may then assist by entering the names and birthdays, etc. (see page 5), but should not give any other assistance during the progress of the tests.

A good plan to follow, after a careful study of the directions, is to jot down on a copy of the tests the chief facts to be kept in mind. This record may be quickly referred to as needed during the progress of the tests. When the directions are read from the manual there is apt to be a loss of spontaneity in the giving of the tests, and confusion and delay in looking from the manual to the test sheets.

When the tests are given for the first time by an examiner, it is often well to try them out on a small group of children from some other grade (*e.g.*, a sixth grade) than those it is desired to test, and then to begin the testing with a third grade, since any lack of familiarity with the directions will not cause as much difficulty as in the lower grades.

In the first grade the tests should usually be given in three different periods, or an interval of at least ten minutes for change and recreation

should intervene between general examinations Nos. 1 and 2 and between Nos. 2 and 3. In the second and third grades the tests may be given in two periods with a short interval between them.

As is indicated by the title page, it is best that pupils regard these exercises as in the nature of games and puzzles rather than as some new form of examination. They should be encouraged to play the "games" as well as they can.

While the tests are being given the room teacher should be asked to copy from the register upon the accompanying record sheet the alphabetical list of her pupils with the *birthday of each one* (*e.g.*, 1912–11–29), and keep this list with the test sheets for the room. After the papers have been collected, she should examine them to see that all names are legibly written, and should enter the *date of birthday* again in the appropriate place on the title page of each set of tests.

In giving the directions the examiner should hold a copy of the test sheet before the class, and in pointing to the place where the pupils are to write or draw (see, for example, the first test sheet), make sure that the pupils on his extreme right and left, as well as those in the rear rows, see where he is pointing.

*Except where a definite time limit is set, sufficient time should be given for the average child to finish the tests, but not to dawdle or to copy from others. In general, proceed to the next test or "game" when from half to three-quarters of the class have finished.*

## PRELIMINARY DIRECTIONS FOR GENERAL EXAMINATIONS 1, 2, 3

(N. B.—HAVE DESKS CLEARED, AND PENCILS SHARPENED. TEACHER SHOULD HAVE EXTRA PENCILS AT HAND IN CASE ANY PENCIL POINTS ARE BROKEN, AND INSTRUCT PUPILS TO RAISE HANDS PROMPTLY IF OTHER PENCILS ARE NEEDED DURING THE PLAYING OF THE "GAMES.")

How many of you would like to play some games? Before we begin we must learn the rules of the game.

First, when I say "*Pencils up,*" hold your pencil up like this, with the elbow on the desk. (Teacher shows how to lift the forearm only, leaving the elbow on the desk to avoid fatigue.)

Now let us practice a moment with our pencils. When I say " GO," put your pencil down on the paper, and when I say *" Pencils up! "* see how quickly you can raise them and look straight at me. Carefully now, " GO." *" Pencils up."* (Practice two or three times, until the response is prompt.)

Now there is only one other rule, that is that each of you is to play by himself, and not look at any one else's paper. When you have finished, hold your pencils up so that I can see them.

Now write your name nicely in the space on the first line of the page where it says NAME. (The teacher should write the names for pupils who cannot write.) Next write how old you are just after where it says AGE. Then write (examiner gives grade number) where it says GRADE. Now write the name of the *school, town* or *city,* and *date.* (If pupils cannot write these the teacher may either fill in later or make entry in the accompanying record sheet.)

## DIRECTIONS FOR GIVING GENERAL EXAMINATION G-1

NOW WE WILL ALL TURN THE PAGE AND FOLD THE BACK SHEET UNDER

(EXAMINER SHOULD SHOW HOW TO FOLD THE PAGE BACK AND SEE THAT PUPILS HAVE THE RIGHT PLACE.)

1. *" Pencils up."* How many see the ball and the box at the top of the page? In the space to the side right here (pointing to space), draw me another box and then put the ball in it. Draw them like this (examiner should illustrate on blackboard, or have square with circle in it already drawn on the blackboard before the test is given).

2. How many see the picture of the boy running? How many can draw a boy running after him? Draw right here (indicating space to right of boy). Now draw a dog running after the boy.

3. Who can find the picture of the watch? How many see the key? How many see the knife? Now I want you to listen carefully and not to write until I tell you to. *" Pencils up! "* (See that all children have their pencils up.) Hold your pencils up until I tell you all the things to do, then I'll say " GO " and you may do them. I want you to make a box like this (illustrate on blackboard) about

the watch, and a ring like this O around the key and an X like this through the knife. Remember (repeat): a box, etc. Draw all three. "GO."

4. Now look at the line of numbers right under the watch. I want you to find the number which tells how old you are, and make a ring around it.

5. Now find the apple. Suppose you wanted to give me half the apple. Take your pencils and cut the apple so you could have half, and I could have half. Now make another apple and cut it in halves.

6. "*Pencils up.*" Now look at the shoe and the coal hod filled with coal and next to it the hairpin. I want you to draw two lines like this (X) through the one which you think would be heaviest to lift up, *i.e.*, the shoe, the coal hod or the hairpin. Now draw one line like this (/) through the lightest one of the three.

7. "*Pencils up.*" Here are the pictures of a house and a schoolhouse with two roads (streets in city) from the house to the school. Johnny lives in the house, and he generally goes to school by the shorter road. Now I want you to draw me a line right IN the road that will take him to school the "quickest." "GO." (Pause.) One day Johnny was almost late, and instead of going by the road he came right out of his back door and ran straight across to school. Show me with another line just how he went. "GO."

8. A boy had all these marbles in a box (pointing to picture). If he gave you half of them and kept half of them himself, show me how many you would have by drawing them right here (indicating space). (Pause.) "*Pencils up.*" Now count how many you have made and write the number under the marbles. "GO."

NOW WE WILL ALL TURN THE PAPERS OVER
(EXAMINER SHOULD SEE THAT THE PUPILS HAVE THE RIGHT PAGE.)

9. Do you see all these little sticks? I want you to draw right here (indicating space) *all* the sticks. "GO." (Pause.) Have you made just as many as there are in the picture? "*Pencils up.*" Count how many you made and write the number under the sticks. "GO."

10. This picture is called a diamond. I want you to draw one just

like it right here beside it. (Pause.) Now look at the diamond again. See if you can draw a still better one right next to your first one.

11. How many see the picture of the hand? Which is it, a right hand or a left hand? (Left.) I want you to draw a *right* hand next to this one. "GO." (Pause.) *"Pencils up."* Now count how many fingers and thumbs there are in all on both hands. Write the answer under the hand.

12. Here is a star. See if you can draw another star just like it right here (indicating space).

13. Now find the picture of the penny. What is the piece of money right under it? (25 cents or quarter.) Now I want you to make some pennies by marking 1 on all the rings which are of the same size as the penny. (Pause.) Now we will make some quarters by marking 25 (examiner should write "25" on blackboard) on all the rings of the same size as the quarter. "GO." (Pause.) *"Pencils up."* Now count how many pennies you have made. Write the answer under the first penny. "GO." (Pause.) Now count how many quarters you made. Write the answer under the quarter. "GO." (Pause.) Counting all the money that you made, both pennies and quarters, think how much money you will have altogether. *Write* the answer in the space at the side.

14. Now look at the stamps. *"Pencils up."* Suppose you want to mail some picture post-cards and some letters which you have written. Can you find the right stamps to put on them? Put a ring on all the stamps for the post-cards, and a big cross (X) on all the stamps for letters. "GO." (Pause.) *"Pencils up."* Find how much money it would cost to buy *all* the stamps. Write the answer under the stamps. "GO."

15. How many see the big square field (pointing to No. 15)? *"Pencils up."* A lady lost her purse in this big field. Now suppose she offered you twenty-five cents to find it for her. It is in there somewhere and you will have to look very carefully. Now take your pencils and start at the gate and draw a line to show me where you would go to hunt for the purse so as to be sure not to miss it. "GO."

NOW TURN OVER TO THE LAST PAGE

16. Have we all found the clocks? Now look at all the clocks in the first row and *think to yourself* what time each one says. (*Examiner should pause for about a minute.*)

(1) Find the clock which says three o'clock and mark " 1 " right above it. " GO." (*Examiner should pause for only four or five seconds* after each clock so as not to give time for copying.)

(2) Now find the clock which says half-past ten or ten-thirty and mark 2 above it. " GO."

(3) Now find the clock which says half-past one or one-thirty and mark 3 above it. " GO."

(4) Now find the clock which says ten minutes to two and mark 4 above it.

(5) Now find the clock which says twenty-five minutes of five and mark 5 above it.

(6) Now find the clock which says twenty minutes to three and mark 6 above it. *" Pencils up."*

Now look at the last line of clocks. Can you tell time by them? Why? (Haven't any hands.) In the first clock draw in the hands so as to show what time school begins in the morning. (Pause.) Draw the hands in the next clock to show what time school begins in the afternoon. (Pause.) (If there is but one session, ask what time recess begins for lunch.) In the third clock show what time school *lets out* in the afternoon. (Pause.) In clock number 4, show how the clock looks at midnight. (Pause.) In clock number 5, show what time the sun rises in the morning and in clock number 6, show at what time it will *set* tonight. If you are not sure when the sun rises or sets, guess as nearly as you can. You know the sun gets up before you do usually.

17. Now we are going to play " circus." Look at the boys in the first room. What is the first boy doing? This boy here (pointing to No. 1)? (Wait for answer.) He is sitting down.

What is No. 2 doing (pointing to No. 2)? He is crawling or creeping.

What is No. 3 doing (pointing to No. 3)? He is standing or walking.

What is No. 4 doing (pointing to No. 4)? He is running.

What is No. 5 doing (pointing to No. 5)? He is jumping.

Now we are going to play the game this way: We will put a number 1 under each boy or animal we can find who is sitting, and a number 2 under each boy or animal who is crawling and a number 3 under each boy or animal who is standing, and a number 4 under each boy or animal who is running, and a number 5 under each boy or animal who is jumping.

Now look at the boys in the next room. What is the first boy doing (pointing to first boy in second line)? He is sitting down. What number shall we put under him? (1) Write 1 under him. What is the next boy doing (pointing to, etc.)? What number shall we put under him? (3) Write 3 under him. Is the next boy running? What number shall we put under him? (4) Write 4 under him. Who can find a rabbit? What is it doing? Running. What number shall we put under it? If it is running, we will write number 4, too. "*Pencils up.*" Now put the right numbers under *all* the other boys and animals to show whether they are standing or sitting or running or jumping or crawling. "GO."

(*Stop after exactly one and one-half minutes.*) "*Stop.*" "*Pencils up.*"

## GENERAL EXAMINATION 2

### Directions for Blackboard Drawings

(N. B.—THESE DRAWINGS SHOULD BE PUT ON THE BOARD BEFORE THE "GAMES" ARE BEGUN.)

*Game 1.*—(Color-form test A.) Have a red square and a blue circle drawn on the board. Leave on board until test is completed.

*Game 2.*—(Color test B.) Reproduce on board the colored forms numbers 1 to 9 with the numbers in them, and have a line, marked line A, under them. Erase as soon as directions have been given.

*Game 3.*—Draw *two* "ladders" with numbers like those on the second page of General Examination 2. Do *not* place the letters above them. *Erase* when directions have been given.

*Game 6.*—(Color test C.) Draw on board a red square, and under it a blue circle, and under the circle a green triangle as shown in

"game" 6. The numbers are to be entered in the forms when the directions are given.

*Game 7.*—Draw a 6–2 domino like the first one in game 7 and a 2–2 domino (like the first one in row 3), and a 3–3 domino (like the last one in row 3). *Erase promptly* as soon as directions have been given.

## DIRECTIONS FOR GENERAL EXAMINATION 2

First write your names on the line where it says NAME. Now write your grade. (Teacher will write in names and grades of those who cannot write.)

### GAME 1

Here are some red and blue pictures. Some, you see, are boxes like this (point to one on board). Now find the red boxes on your papers. Some are blue rings like this (point to one on board). Find the blue rings on your papers. "*Pencils up.*" Now listen carefully. When I say "GO" I want you to draw a line like this (/) through all the boxes that are red (do so on board), and to make a cross like this (X) through all the rings that are blue (do so on the board). Remember: make a line through all the red boxes and a cross through all the blue rings. Do not mark any others. "GO." (*Stop after exactly one minute.*)

### GAME 2

Here we have another picture game. You see there are nine pictures all in a row. (Be sure children locate them.) Each has a number inside (point them out and count 1, 2, 3, 4, 5, 6, 7, 8, 9). The pictures are boxes, rings and tents. Some are red, and some are blue, and some are green. WHICH PICTURES ARE BOXES? (Point to the "boxes" on the board.) 1 is a box. 4 is a box. 9 is a box. So we will write on line A 1, 4, 9 like this. Now write 1, 4, 9 on line A on your papers, just as we said (1, 4, 9). Have we all done it? "*Pencils up.*" Now look again at the pictures. WHICH PICTURES ARE RED? Write the numbers on line B. Remember: the numbers of the pictures that are red. "GO." (Stop when half the class have finished.) "*Pencils up.*" WHICH PICTURES ARE

RINGS? Write the numbers on the next line, Line C. "GO." (*Stop as before when about half the class have finished.*) "*Pencils up.*" WHICH PICTURES ARE BLUE? Write the numbers on the next line, D. "GO." "*Stop.*" "*Pencils up.*" WHICH PICTURES ARE TENTS? Write the numbers on the line, E. "GO." "*Stop.*" "*Pencils up.*" WHICH PICTURES ARE GREEN? Write the numbers on line F. "GO." "*Stop.*" "*Pencils up.*"

*Turn papers over and fold last page under* (teacher or examiner will show how to fold the page).

### GAME 3—LADDERS

(N. B.—HAVE TWO LADDERS READY ON BOARD FOR DEMONSTRATION, BUT WITH NO LETTERS ABOVE THEM.)

Now you will see on your papers several ladders like these two on the board, each of them with numbers in it. You can count the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9. (Point to numbers on the ladder on the board as you count.) Now I am going to say some numbers and mark them in this ladder on the board. 1——2——5. (Mark these numbers with a horizontal line.) You see I say these numbers 1——2——5, and then mark them in my ladder. Do you understand?

Now I am going to play in my next ladder. I'll say 2—7—4—5, and now I'll mark the numbers in the ladder —. (Examiner repeats 2—7—4—5 as he marks in the ladder on the board. Erase ladders.) "*Pencils up.*"

Now look at the ladders on your papers. Do you see the letters at the top of them? The first is Ladder A. What is the name of the next ladder? It is Ladder B. And the next ladder? It is Ladder C. How many see ladders D, E, F, G, H, and I?

Now I am going to say some numbers to you and I want you to mark them in the first ladder, Ladder A, on your papers. After I say the numbers, I will tell you when to begin, then you mark them in Ladder A. 1——3——6——Mark! (Allow a few seconds for marking.) "*Stop.*" "*Pencils up.*" What numbers did I say to mark? 1——3——6. Have you all put a line in each of these numbers in Ladder A?

Now we are going to play in the next ladder, Ladder B. (Examiner should hold up paper and point to Ladder B.)

Listen carefully, but do not mark until I tell you to. *"Pencils up."* Mark in Ladder B:

(B) 2—5—9. "GO."

(Wait for a few seconds.) *"Stop."* *"Pencils up."*

Now I am going to say some numbers for you to mark in Ladder C. (Use same formula hereafter—with *"Stop."* *"Pencils up."*)

(C) 2—8—5—4
(D) 7—2—6—1
(E) 9—8—1—7—6
(F) 4—2—8—3—5
(G) 3—1—7—5—9
(H) 3—7—4—8—5—9
(I) 5—2—1—7—4—6

## Game No. 4—Picture Marking

Here are a lot of pictures. Some of the things are to eat, some are things to drink, some are things that fly, some are things to wear, and some are things to ride on. How many see the horse and the wagon with the man in it (pointing to it)? Could you ride in the wagon? Yes! Then mark a big line like this through the wagon (draw oblique line on board) to show you could ride in it. *"Pencils up."*

NOW WHEN I SAY "GO!" I WANT YOU TO DRAW ONE LINE WITH YOUR PENCIL THROUGH ALL THE OTHER PICTURES OF THINGS TO RIDE *IN* OR *ON*.

Remember you are to mark all the things to ride in or on. "GO." (Wait until about half the class have finished.) *"Stop."* *"Pencils up."*

*Part 2*

NOW WHEN I SAY "GO!" DRAW TWO LINES LIKE THIS (DRAW LARGE CROSS ON BOARD) WITH YOUR PENCIL THROUGH ALL THE THINGS TO EAT BUT NOT TO DRINK.

Do you see the apple here? Can you eat an apple? Then draw two lines through it. *"Pencils up."* Now draw two lines through all the other things to eat but *not* the things to drink. "GO." (Wait as before until half of the class finish.) *"Stop."* *"Pencils up."*

## Game No. 5—Picture Recognition

(Examiner will first make sure that no one has turned to the next page.) Now put your pencils down and leave your papers as they are on your desks for I am going to tell you a story. I want you to listen carefully, as I shall ask you about it. (Read the following story.)

"One cold winter's morning the snow was falling. It was so cold outside that Johnny hated to get up, and he staid in bed so long that he had to hurry off to school without his breakfast. On the way to school, he didn't see any other boys and girls, and was afraid that he was going to be late. When he got there, he found the doors locked, and then he remembered that it was the first day of the Christmas vacation and that there was, of course, no school. So he went back home and his mother gave him his breakfast. Then he got his skates and went out to the pond which was covered with ice. He found all his schoolmates skating on the ice. So he had a fine day after all and was very glad that he wasn't late to school."

Now turn your papers over to the next page where you will see a lot of pictures. Some of these pictures tell the right story as I just told it to you, but some of them tell a wrong story. Now I want you to mark a "*C*" for correct (make a *C* on the blackboard) on all the pictures which tell the right story, and *cross out* like this (make X on board) all the pictures which tell the wrong story. Remember, put a *C* on all the right pictures and a cross on all the wrong pictures. *Take your pencils.* "GO." (*Stop* when about three-fourths of class have finished.)

*Turn to the last page.*

## Game No. 6—Color Forms

"*Pencils up.*" In this game I want you to write number 1 in all the red boxes you can find, number 2 in all the blue rings, and number 3 in all the green "tents" or triangles. (Illustrate by writing 1 in red square on the board, 2 in blue circle, 3 in green triangle.) Ready. "GO." Raise pencils when you have finished.

(*Stop in exactly one minute.*)

### GAME NO. 7—DOMINOES

*"Pencils up."* Look at this *domino* on the blackboard. How many spots are there *in both boxes of this domino?* (Count 1, 2, 3, 4, 5, 6, 7, 8.) Now look at the dominoes on your paper. Find all the dominoes which have *just eight* spots on them and *put a cross like this* (illustrating on domino on board) on them. Remember: cross out the dominoes which have *just eight* spots. "GO." *"Pencils up"* (when about half class have finished). Now look at this domino (point out the double two on board). It has just the same number of spots in both boxes, hasn't it? We will mark a ring around this domino. (Do so on board.) (Illustrate similarly with the 3–3 domino on board.) Now I want you to look again at all the dominoes on your paper and to mark a ring on every one that has just the same number of spots in both boxes. Remember: a ring on every domino that has just the same number of spots in both its boxes. *Ready.* "GO."

Now think how many dominoes have the same number of spots in both boxes. Write your answer at the bottom of the page.

*Turn your papers over to the first page where your name is. Collect papers.*

## DIRECTIONS FOR GENERAL EXAMINATION 3

### PICTURE COMPLETION TEST

(HAVE PUPILS WRITE NAME AND GRADE AT TOP OF PAGE)

This is a picture game. Look at the top row of pictures. Do you see the boy? He seems to be sitting, but there is nothing for him to sit on. Which one of these things on the same line belongs in the picture with the boy, the chair, the table, the stool, or the hat-rack?

The chair does, because the boy seems to be sitting and the chair could be slid right in under him for him to sit on. Now make a line like this (draw on board) through the chair to show that it belongs in the picture with the boy.

(Next picture.) Do you see the boy who is running? Why is he running? One of these pictures on the same line tells why. (Run finger along line of objects.) Think! Is he running away from the cat,

from the man, from the chickens, or from his mother with the pie? Don't tell me the answer, but each of you draw a line with your pencil through the one which you think belongs in the picture with the boy.

*"Pencils up."*

Now in the next row of pictures find the one which belongs in picture No. 3 (point to No. 3) and draw a line through it. Then find what belongs in pictures 4 and 5, and mark each of them, too. "GO." *"Stop."*

*Turn over the page.*

Do you see the little girl? Think which one of these four things she is reaching for. (Pointing to apple, kettle, etc.) You show me by marking the right one on your papers.

*"Pencils up."*

Here are four more games on this page like the ones you have just played. Do you see them? (Points to 2—3—4—5.) And five more on the next page (point them out). *"Pencils up."* Now find the thing in each row (or room) which belongs in the little pictures on the side and mark it. Don't stop until you have done all on *both pages* (point to them again). Ready. "GO." (*Stop* when about three-fourths of class have finished.)

*Now turn over to the last page.*

## Game No. 2—Map of Town

(Note.—In some cases, it may be best to give only the first five questions to the first grade. A few of the best in the first grade will, however, often be able to do some of the last five questions, and should be given the opportunity if the class as a whole is responding well.)

This is a map of a town with a river flowing through the town. *These straight lines show the streets* of the town (point to map) and this is the river. How many bridges are there over the river? Yes. Three. (Point to each of them.) How many see the schoolhouse up here with the flag on it? (Upper right-hand on map). Now do you see the house down here (point to lower left-hand corner of map) with the big barn?

(1) A little girl named Mary lived down here in this house with the big barn. Now I want you to draw a line from her house through the streets to the school to show the shortest way for her to go to school.

(2) A little boy named John lived in this house (point to house in lower right-hand corner of map). He wants to go to the movies. How many see the movies up here by the town hall (point to upper left of map). Now show me the shortest way for him to go to the movies by drawing a line through the streets from his house to the moving-picture house.

(3) Now draw a line through the streets to show me the shortest way for John to go from his house to the schoolhouse.

(4) Now show the shortest way for Mary to go from her house to the movies.

(5) *Now put your pencils down* on your desks. How many see the man with the horse and wagon down here (point to horse and wagon)? He asked a boy how to get to the drug store. Now all look on the map to see how the boy told him to get to the store. The boy told him to drive straight ahead and take the first street to the right, and cross the river, then take the first street to the left, and he would see the store on his right. Take your pencils. Put a cross on the drug store. "GO" (*allow no time for copying*). "*Pencils up.*"

(6) How many see the picture of the weathervane in the lower right corner of the map (point to it)? (Demonstrate

on the board, *e.g.*, N is for north, etc.) Which way is the river running through the town? See the arrow in the river. Which way is it pointing? (W) Write W for west in the river. Now look along the river until you find a statue of a man on horseback. Put a letter on the statue to show which way it is facing.

(7) If a girl were going from the fountain across the river, think which direction would she be going. Put one letter *under* the fountain to show.

(8) Put two letters up over the first bridge to show which way the river is flowing when it is coming into town.

(9) Put two letters below the last bridge to show which way the river flows out of town.

(10) *Now put your pencils down* on your desks. How many see the automobile? The man in the automobile wanted to know how to get to the hotel, and a boy told him to drive straight ahead, take the first street north and cross the river, then take the first street east and go to the second street and turn south and he would see his hotel. *Take your pencils* and *put a ring on the hotel.* "GO." *"Pencils up."* (Allow no time for copying.)

### Game No. 3—Ruler

Now look at the ruler. I have made part of it and want you to make the rest. How many inches have I made? "Three."

(1) I want you to fill out the rest of the ruler, making all the real inches you can and just like those I made. Remember: it must be a good ruler to measure with. The inches must be just right. TAKE PENCILS. "GO."

(2) That's fine. Now I want you to measure Line 1 and write at the end of it how many inches there are in it. *Do not take rulers from your desks,* but measure it with the ruler you have just made. Now measure Lines 2 and 3 and write how long they are.

(3) Now measure how wide this paper is (pointing) and write the number of inches in the first box here.

(4) In the second box write how many inches long this page is.

(5) Suppose we call an inch a mile, how many miles then is it from the movies to the schoolhouse? Answer in box 3.

(6) This is Fountain Street that crosses the river (pointing). How many miles long is it from end to end? Write answer in box 4.

(7) How many miles is it down the river from the first to the last bridge? Write answer in box 5.

### Game No. 4—Number Form Puzzles

Do you all see the ring with a dot in it? How many dots are there in the box?—(2), and in the tent?—(3). How many dots are there in the cross?—(4). Now look at the three rows of pictures without dots in them. We are going to write in them the numbers which tell how many dots there ought to be in each picture. We will write 2 in the square. Why? Because there are 2 dots in the

square. What shall we write in the circle?—(1). What number shall we write in the cross?—(4). *"Pencils up."* Now when I say "GO," but not before, write the numbers in all the other figures. When you have finished the first row, do the second and then the third row. Remember: *do not put the dots in,* but put in the number which tells how many dots there should be. *Ready!* "GO." (*Stop after exactly one minute.*) "Stop." *Turn the papers over.* (Have papers turned over so that name is on top and collect.)

## DIRECTIONS FOR SCORING G-1

**Problem 1.** *Total credit 3.*

See samples for scoring on Plate 1, which have been scored on following basis:

1 for a fairly good square anywhere.
1 for a fairly good circle anywhere.
1 for a circle drawn in a square also drawn by child.
An oval may be accepted for a circle (2:1 axes).
A rectangle in ratio of 2:1 may be accepted for a square.

**Problem 2.** *Total credit 4.*

1 for a man to consist of a trunk, two legs, two arms and a head.
1 more, if he registers running.
1 for a dog to consist of a trunk, four legs, a head.
1 more, if he registers running.

**Problem 3.** *Total credit 3.*

1 for a square around or near enough to the watch to show that the child identifies the article.
1 for a ring around the key or near enough to show that the child identifies the key.
1 for a cross cutting the knife or near enough to show that the child identifies the knife.

**Problem 4.** *Total credit 1.*

1 for a ring around the age number, or if the child in any other way indicates that he knows the number symbolizing his age.

**Problem 5.** *Total credit 2.*

1 for drawing an apple.

1 for drawing three or more halves of apples, of which the given apple may be halved to form two of those required.

**Problem 6.** *Total credit 2.*

1 for an / through or near enough to the hairpin to show that the child identifies it as the lightest object.

1 for an X through or near enough to the coal-hod to show that the child identifies it as the heaviest object.

Any marking that does not show that the child identifies an object correctly gives a credit of 0 for that item.

**Problem 7.** *Total credit 4.*

(a) 2 for a line drawn in the shorter path extending at least from fork to fork.

1 only if the road is checked or a line drawn parallel to it.

(b) 2 for a line reasonably direct from the house to the school.

1 for a line cutting the park straight from fork to fork.

**Problem 8.** *Total credit 3.*

2 for showing five marbles, either by drawing new ones or by halving those in the box.

1 for writing 5 to show that the child knows that ½ of 10 = 5.

**Problem 9.** *Total credit 2.*

1 for drawing exactly 13 sticks.

1 for writing the correct number symbol for the sticks drawn, if they exceed 10.

**Problem 10.** *Total credit 4.*

Score each diamond, crediting 2, 1, or 0 according to samples on Plate 2.

**Problem 11.** *Total credit 4.*

1 for drawing five fingers only.
1 more if the palm is drawn.
1 more if the thumb indicates it to be right hand.
1 for indicating with marks or a number (10; 5, 5; 8, 2; 4, 1, 4, 1) the correct number of fingers.

**Problem 12.** *Total credit 4.*

Score according to samples on Plate 3. The values have been assigned on the following basis:

4 for a 6-pointed star formed by two approximately equilateral triangles.
3 for a 6-pointed star formed by two isosceles triangles or for a 5-pointed star like sample under value 3.
2 for a fairly good 5- or 6-pointed star made without indication of triangles, or for well-drawn triangles which do not overlap so as to show six points (see last figure under value 2 of samples).
1 for two crudely overlapping triangles.

**Problem 13.** *Total credit 6.*

1 for 6 pennies marked, but not more than 6.
1 for 4 quarters marked (but not more than 4), with either a "2" or "5" or "25."
1 for writing correctly any number of pennies made of correct size, provided the number be not more than 6 nor less than 2.
1 for writing correctly any number of quarters made of correct size, provided the number be 2, 3, or 4.
2 for indicating in any number language so that the examiner will know that the child has the idea, $1.06. (Combined sum.)

**Problem 14.** *Total credit 3.*

1 for drawing rings around or near the 1-cent stamps (three).
1 for drawing an X on or near the 2-cent stamps (three).
1 for indicating the idea 9 cents in any way clear to the examiner.

**Problem 15.** *Total credit 12.*

Score by samples on Plate 4.

Credits of 12, 9, 6, 3, 1, or 0 only, no interpolation.

Three elements are taken account of in the scoring: the plan, the continuity of line, and the extent to which the field is covered. The first sample under value 9 is, for example, equal to the samples under value 12 in the first two respects, but not in the third.

**Problem 16.** *Total credit 24.*

Use stencil. See directions.

2 for placing the correct number over or near each clock.

2 for each clock in the second line if the result is interpretable. No penalty if hands are practically the same length. Time of sunrise is scored as correct if within one hour of the correct local time of the day on which the test is given, and similarly the time of sunset is considered correct if within one hour of the correct local time.

1 may be given if the response is not correct, yet it seems that the child should have some credit. For instance, if the child puts down the time when he is admitted to the schoolroom, rather than the time when school actually begins, he should be given one point.

**Problem 17.** *Total credit 30.*

Use stencil. See directions.

1 for each correct response, subtracting one for each response which is wrong. The first three men in the first line and the rabbit in the third line are not counted. The last dog in the third line may be either crawling or standing. The horse in the fourth line may be either standing or jumping.

(N. B.—Omitted items are not to be counted as either "right" or "wrong." If "wrongs" are more numerous than "rights," score is recorded as zero. These rules apply wherever Right minus Wrong method is used.)

## DIRECTIONS FOR SCORING GENERAL EXAMINATION 2

**Problem 1 (Color-form A).** *Total credit 10.*

Use stencil. See directions.

1 for each correct response. Subtract 1 for each incorrect response, and divide result by 2. Disregard fractions.

See note under Problem 17 of General Examination 1, page 21.

**Problem 2 (Color-form B).** *Total credit 15.*

Use stencil. See directions.

1 for each correct number written, omitting the first row.

**Problem 3 (Ladders).** *Total credit 24.*

Use stencil. See directions.

3 points for each ladder correct, omitting the first. No credit for partially correct responses.

**Problem 4 (Picture Marking).** *Total credit 14.*

Use stencil. See directions.

1 for each correct response, omitting the horse and wagon and the apple used for demonstration. Subtract 1 for each incorrect response.

See note under Problem 17 of General Examination 1, page 21.

**Problem 5 (Picture Recognition).** *Total credit 20.*

Use stencil. See directions.

1 for each picture correctly marked. In entering score, enter the "C's" and the "X's" separately, *i.e.*, enter the number of "C's" which are correct and the number of "X's" which are correct. Add the two for the total score.

**Problem 6 (Color-form C).** *Total credit 13.*

Use stencil. See directions.

1 for each correct response. Subtract 1 for each incorrect response.

See note under Problem 17 of General Examination 1, page 21.

**Problem 7 (Dominoes).** *Total credit 13.*

Use stencil. See directions.

1 for each correct marking. Subtract one point for each incorrect marking.

2 for the correct answer to the question.

See note under Problem 17 of General Examination 1, page 21.

## DIRECTIONS FOR SCORING GENERAL EXAMINATION 3

**Problem 1 (Picture Completion).** *Total credit 15.*

1 for each correct response.

**Problem 2 (Map Test).** *Total credit 20.*

Use stencil. See directions.

2 for each correct response.

1 if the response is partially correct, *i.e.*, if the boy gets to the movies without getting into the river, but does not go the shortest way, credit one point.

**Problem 3 (Ruler Test).** *Total credit 20.*

Use stencil. See directions.

4 if ruler is correctly made. The elements may be marked as follows:

1 for getting in four spaces.

1 if spaces made are equal, regardless of number.

1 if quarter inches are put in.

1 if numbers are put on.

2 for the length of each line stated correctly.

1 for length of line if within one-half inch of correct length.

The following table shows credits for questions 3 to 7:

| | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|
| 2 for | 8–8½ | 10½–11½ | 4 | 3½ | 5–6 |
| 1 for | 7½–8 or 8½–9 | 10–10½ or 11½–12 | 3½–4 or 4–4½ | 3–3½ or 3½–4 | 6½–8 |

No penalty if numbers in last three questions are labelled inches instead of miles.

N. B.—Under credit one for questions 3 to 7 the limits of error are exended one inch more than under credit two—except in the case of Problem 7, where larger errors are more common.

**Problem 4 (Dotted Figures).** *Total credit 25.*

Use stencil. See directions.

1 for each correct response, subtracting a point for each response which is wrong. The first two, which are used for demonstration, are not counted.

See note under Problem 17 of General Examination 1, page 21.

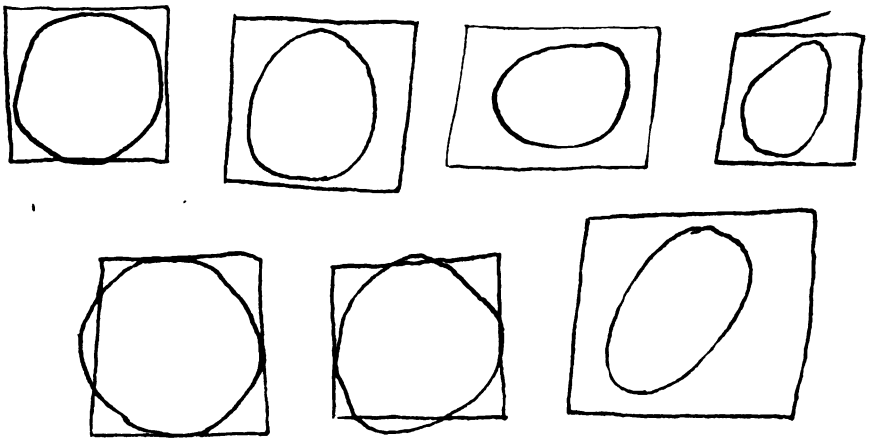
## Standard Scores

Standard scores are given on the Record Sheet. The first standards presented are based on approximately 900 records, selected from a larger number to give as representative values as possible. They may be revised on the basis of larger returns.

## Briefer Form of Tests

Series I is preferably given as a whole in accordance with the foregoing directions. When it seems desirable or necessary to reduce the time given to testing, General Examination 1 may be used alone, and is, in such cases, recommended as an abbreviated scale particularly for the first grade. Standards for General Examination 1 alone may be secured from the publishers on request.

PLATE 1 FOR SCORING PROBLEM 1 OF GENERAL EXAMINATION 1.



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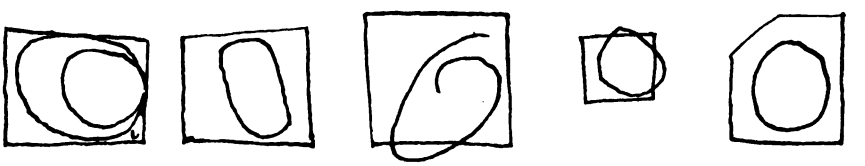

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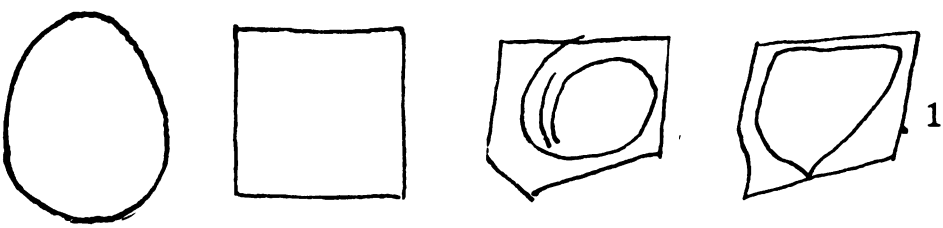

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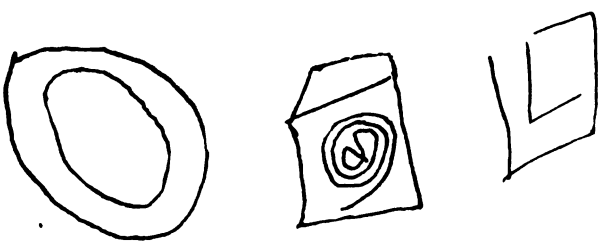

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PLATE 2 FOR SCORING PROBLEM 10 OF GENERAL EXAMINATION 1.

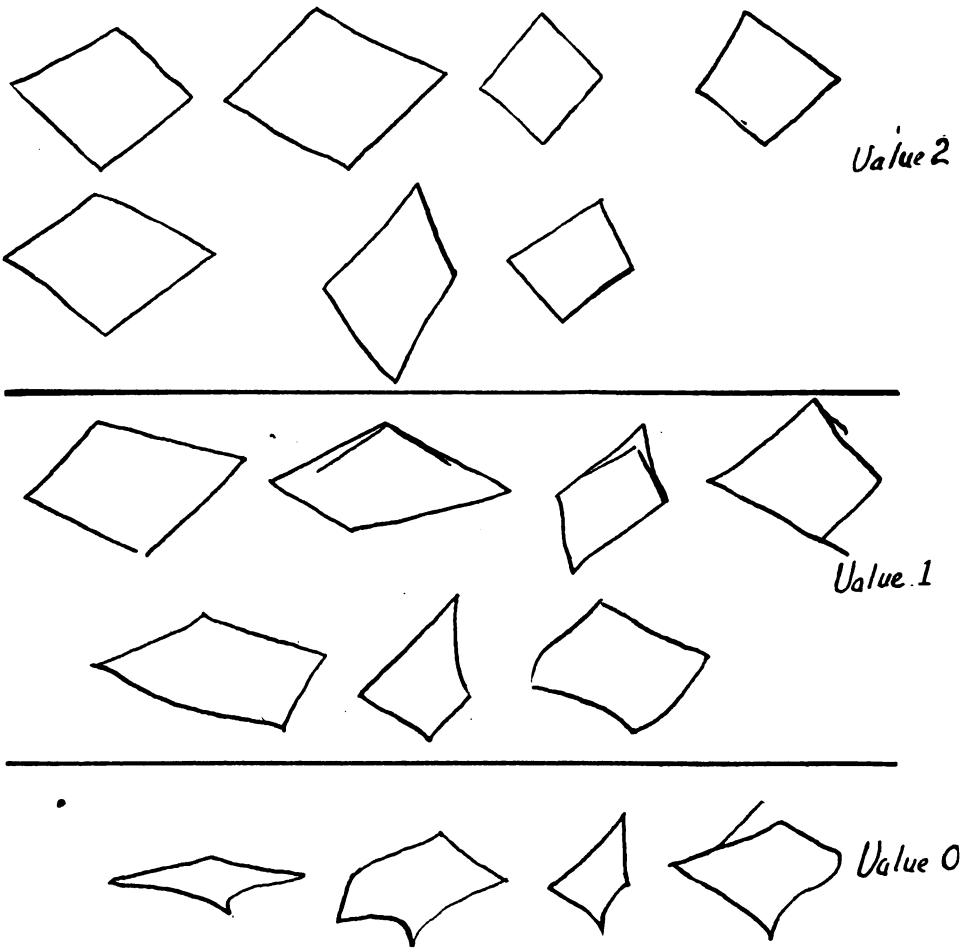


PLATE 3 FOR SCORING PROBLEM 12 OF GENERAL EXAMINATION 1.

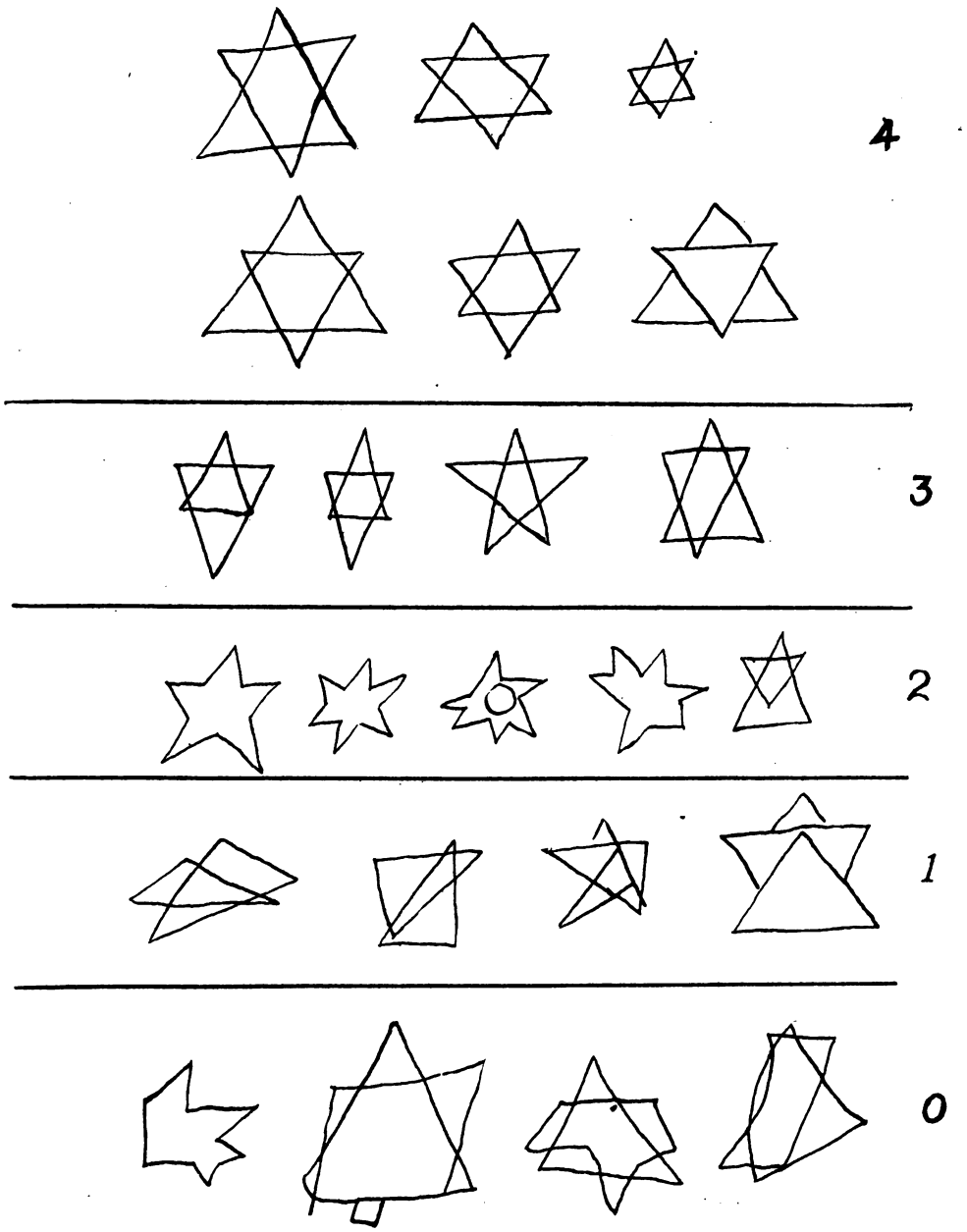
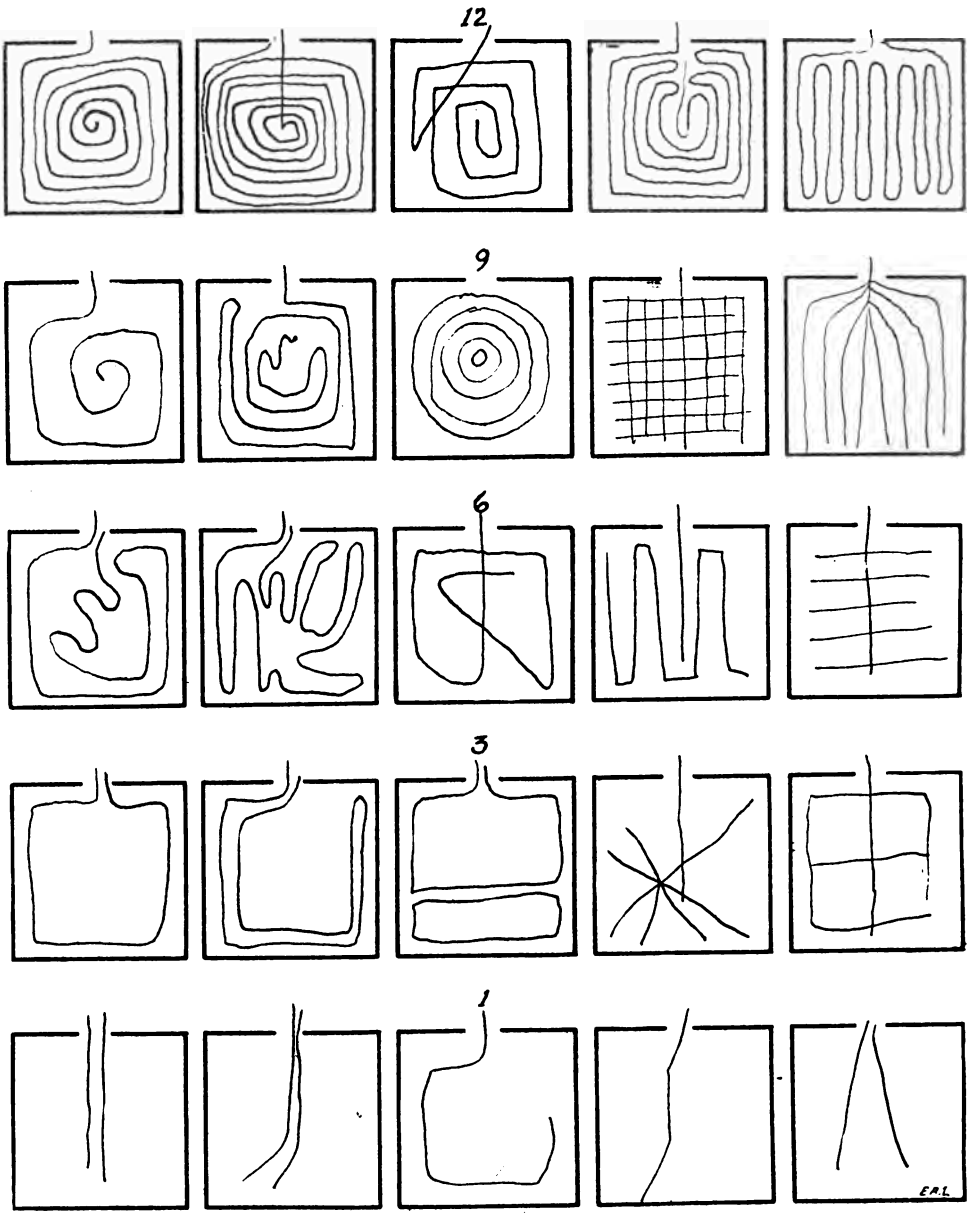


PLATE 4 FOR SCORING PROBLEM 15 OF GENERAL EXAMINATION 1.



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| | | |
|---|---|---|
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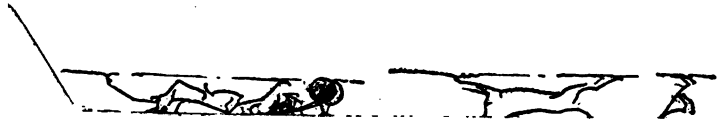

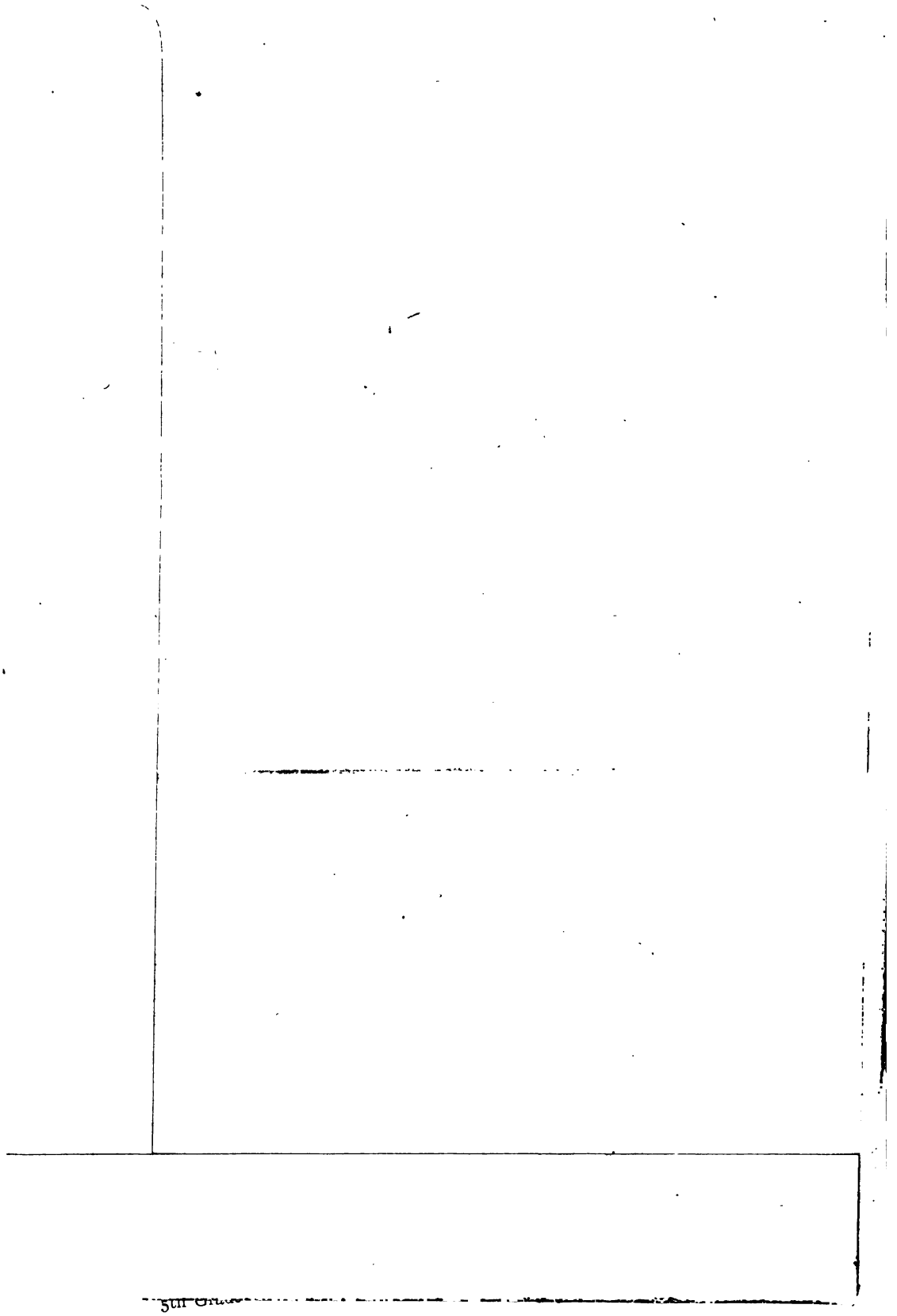

# The Children's Classics: READING FOR GRADES 3 TO 5

THE CHILDREN'S CLASSICS are meeting a need for supplementary reading material for children which is ethically sound, interesting to children, and of good literary quality.

## HANS ANDERSEN'S FAIRY TALES

Selected. Four Illustrations in Color by Maria L. Kirk

Early acquaintance with these most appealing and beautiful of the stories told by the master of the art is made easy by this charming addition to the shelf of the "Children's Classics." Its fine illustrations, large print and handsome binding are worthy of the classic contents.

## THE LITTLE LAME PRINCE

By MISS MULOCK
Four Illustrations in Color by Maria L. Kirk

Of the Little Lame Prince who lived in the tower in No Man's Land, of his airy journeyings with the magic umbrella—the early type of aeroplane—of the Crow, the fairy godmother, and other dear friends—telling of these, Miss Mulock leads the child through a world of delight and high imagination.

## THE ADVENTURES OF A BROWNIE

By MISS MULOCK. Four Illustrations in Color by Maria L. Kirk

Most charming of quaint folk-tales is this chronicle of the old-fashioned Brownie who lived under a lump of coal in the cellar. The pranks he played on Cook and the cross Gardener, and his adventures with the little people of the family, make him the dearest playfellow in the world for children in or out of books.

## MOUFFLOU AND OTHER STORIES

By OUIDA. Three Illustrations in Color by Maria L. Kirk and Pen Drawing by E. H. Garrett

The child who misses knowing Mouffiou, the clever poodle who shows dog nature at its best; the tale of Lampblack, whose humble work brought safety to the birds, or the proud Rose-tree, whose glory led to its downfall, loses its rightful heritage of happiness in this measure.

## TALES OF WASHINGTON IRVING'S ALHAMBRA

Simplified by LEILA H. CHENEY. Four Illustrations in Color by George Hood

The splendid stories of Christian and Moorish knights in Spain, the taking of the country by the Moors, and its recapture by Ferdinand and Isabella, with the rich embroidery of magic and mystery that makes these tales the most delightful fairy-lore, are told here for the younger children. This is the right introduction to history.

## J. COLE

By EMMA GELLIBRAND
Four Illustrations in Color by Maria L. Kirk

The story of old-fashioned, quaint little J. Cole, whose good will and heart were so much larger than his boyish frame, even though he had such wonderfully long arms, as he said, that he could do almost any kind of work with them, is one of the most touching in child literature; one is glad it has a happy ending worthy of the sturdy and faithful hero.

## MONI THE GOAT BOY

By JOHANNA SPYRI
Four Colored Illustrations by Maria L. Kirk

This classic story is of an Alpine boy who day in and day out, on the side of one of the foot-hills of one of the great mountains, herded his goats and sang his songs. This is indeed the best of the author's shorter stories dealing with that Swiss mountain life she knew and loved so well.

## THE NÜRNBERG STOVE

By OUIDA
Four Illustrations in Color by Maria L. Kirk

"The most beautiful story Ouida has written, all the more beautiful for its legendary manner and for its having been written simply enough for children. In admirable bold-faced type with artistic and really illustrative pictures in color."—*Hartford Courant.*

## THE PRINCESS AND THE GOBLIN

By GEORGE MACDONALD
6 Illustrations in Color by Maria L. Kirk

## THE PRINCESS AND CURDIE

By GEORGE MACDONALD
6 Illustrations in Color by Maria L. Kirk

## AT THE BACK OF THE NORTH WIND

By GEORGE MACDONALD
6 Illustrations in Color by Maria L. Kirk

Simplified by ELIZABETH LEWIS

Without losing any of the magic charm of the originals, the phraseology has been simplified, the difficult words eluded, with the result that the stories form perfect material from which children may have their first reading lessons. The print is especially large and upon a paper of excellent quality.

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Colored Frontispiece, 25 Illustrations in Text

Selections from "Robinson Crusoe," "The Wonder Book," "Swiss Family Robinson," "Alice in Wonderland," "Gulliver's Travels," with an introduction by Elizabeth Lewis.

"Tried by the test of time and found to contain an unfailing spring of delight . . . should be a part of the education of every child."—*Educational Foundations, New York.*

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By OUIDA
4 Illustrations in Color by Maria L. Kirk

This exquisite edition of the classic story of little Nello and his great dog Patrasche is the finest large-type edition on the market in the matter of paper, illustrations, and binding.

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